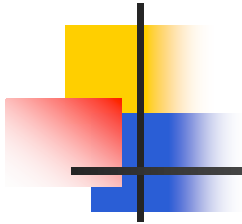


Five-Year Comprehensive Education Plan



Technical Assistance
Workshop

Office of Public Instruction

June 21, 2002

Office of Public Instruction,
Superintendent Linda McCulloch



Visual Synectics Role Call



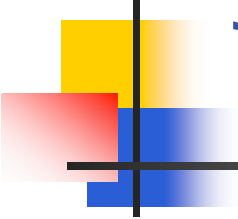
- How is comprehensive school planning like gardening?

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METNET Teleconference

June 21, 2002

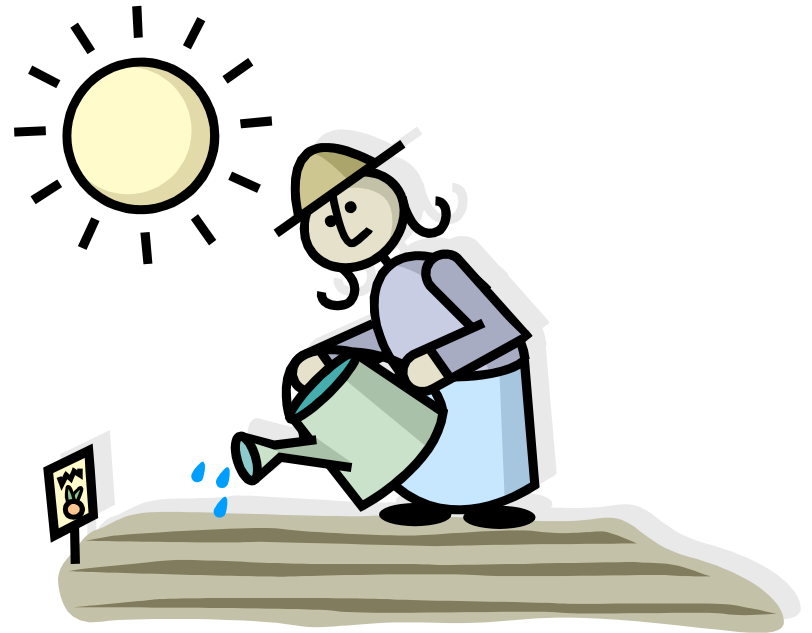
12:00 pm to 3:00 pm

- 
- Roll-call Using Visual Synectics
 - Welcome
 - Overview – Accreditation Standard 10.55.601
 - Five-Year Plan Components and Connections
 - Quick Breather
 - Profile Components
 - 2002-03 Technical Assistance for 5YCEP
 - Q and A from Each Site
 - Practice with the Profile Producer

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Superintendent Linda McCulloch

What is the five-year plan?

- The Five-Year Comprehensive Education Plan is the district “garden” to ensure the growth of all students.
- To achieve improved, documented results



Five-Year Comprehensive Education Plan

Accreditation Standards: Procedures 10.55.601



Purpose: To ensure ongoing, consistent improvement for all students and all schools

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How to make the plan effective?

- Engage all stakeholders
- Base plan on “real” data
- Examine the data - together
- Courageously identify needs
- Take action - Identify strategies
- Go to work – Evaluate progress

We're in the well and there's no Lassie

Penelope Earley, NASDTEC 2002 Annual Meeting

"Real work" cannot
HAPPEN without

TEACHERS AND
ADMINISTRATORS

WORKING TOGETHER!



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Five-Year Comprehensive Education Plan

Accreditation Standards: Procedures 10.55.601

General Assumptions

- The plan belongs to the district and its schools
- One comprehensive plan
- Using best effort and current thinking
- Expect additional guidance
- Expect changes
- Expect to be part of the process



Components of the Five-Year Plan

- (a) education profile, guidance provided by OPI;
- (b) district educational goals;
- (c) description of planned progress toward implementing all standards;



Components of the Five-Year Plan

- (d) description of strategies for assessing student progress toward meeting all standards; and
- (e) planned professional development.



Section A– District Education Profile

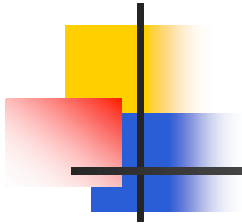
- The education profile provides information about where we are, thus, helps us set the course for where we want to go.

Data Categories

- Demographics
- Student Achievement
- Climate
- Programs/Policies

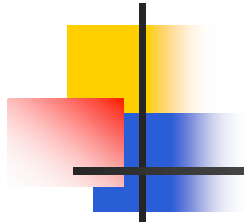


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Shared Data Sets

- District Comprehensive Education Plan
- Competitive Grants
- Report Cards
- ESEA/IDEA Program Reports
- Adequate Yearly Progress



Five-Year Plan Profile

- Record 2000-2005 data for trend identification
- Record data findings over time
- Create consistent tables/graphs



Section B— District Educational Goals

- District Mission/Vision
- District Philosophy of Education
- District Goals



Reauthorized ESEA 2001

- Performance Goals
- Performance Indicators
- Performance Targets



Section C- Implementation

- Local Curriculum Aligned to State Standards
- Assessment Aligned to Curriculum
- Program Evaluation
- Establish Objectives
- Identify Research-Based Strategies
- Measure Progress

Section D – Implementation Process



- Who was involved?
- Decision-Making and Planning Process
- Documentation of Process



Section E – Professional Development

...the most powerful learning is that which occurs in response to challenges currently being faced by the learner and allows for immediate application, experimentation, and adaptation on the job.

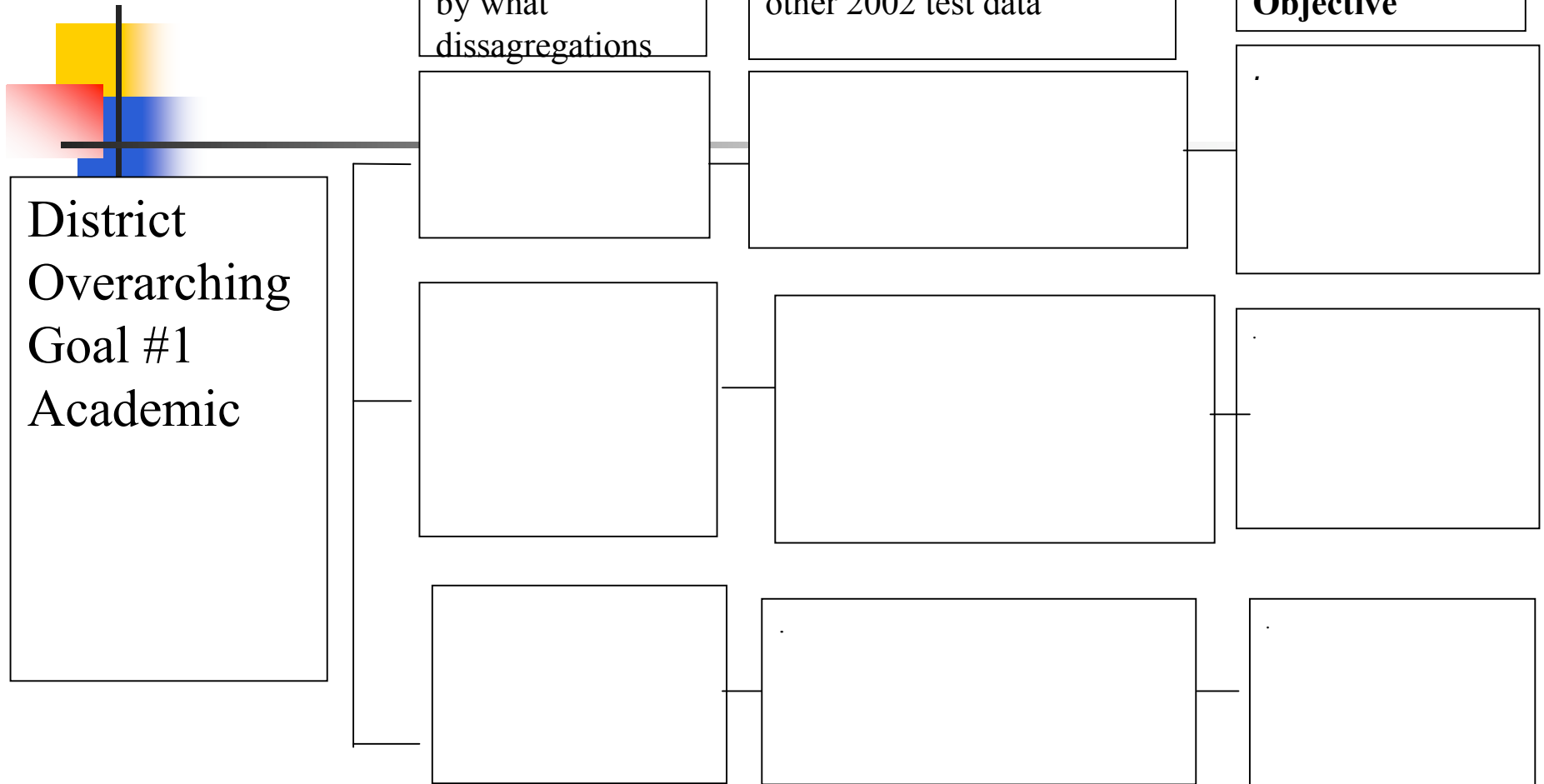
Sparks & Hirsh (1997)

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Section E – Professional Development

- School Leadership
- Teachers
- Curriculum Groups



Comprehensive Planning Flow Chart

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School Planning Process

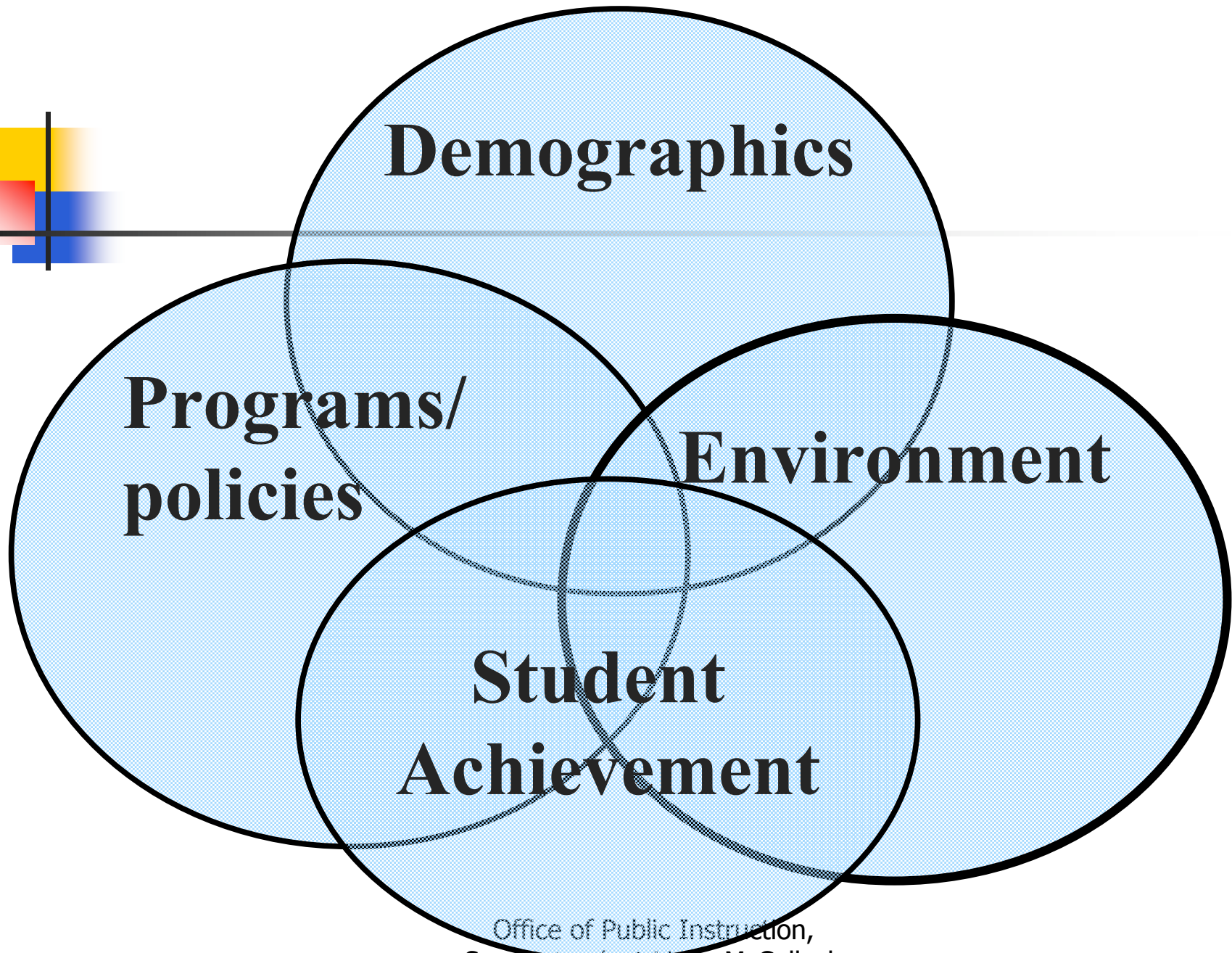
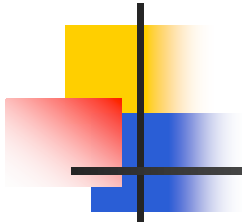


- Handout page 3-4.
- Not linear.
- Continue your good efforts.
- See "OPI Recommended Process" on Accreditation Website.



Research-Based School Planning

- Montana Improving Schools through Accreditation (MISTA)
- Comprehensive School Reform Demonstration Project (CSRD) Models
- Montana Behavioral Initiative (MBI)
- Action Research
- Using Data for Comprehensive School Wide Planning (Dr. Victoria Bernhardt)

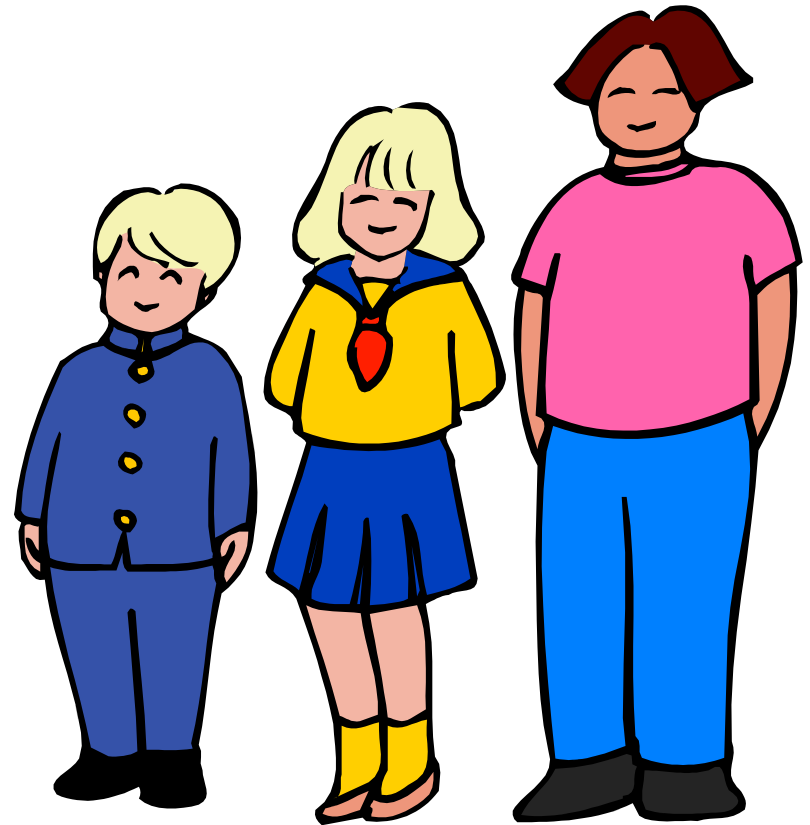


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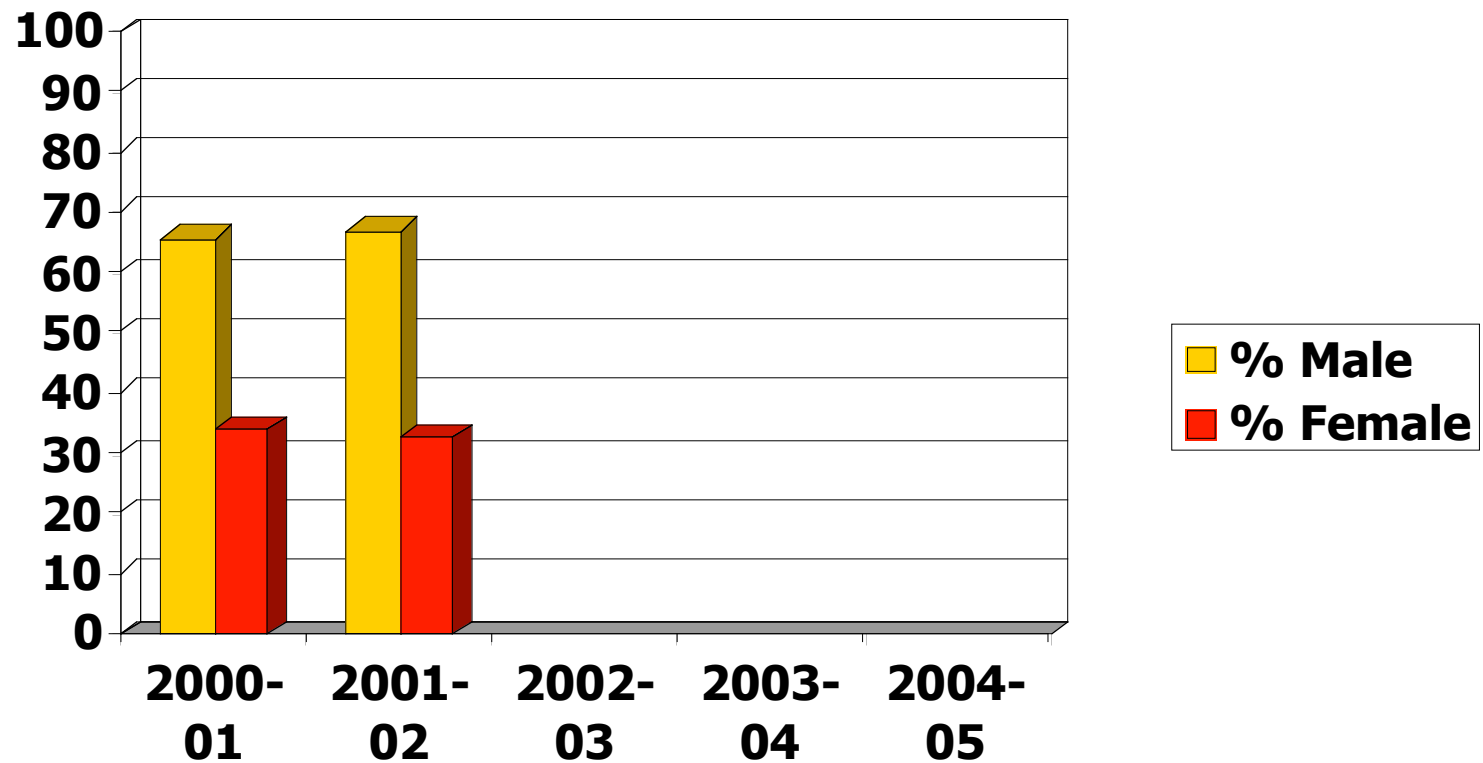
Demographics

- Understanding of unique student and teacher population.
- Understanding of community.
- Help predict trends.
- Act as base for disaggregations.



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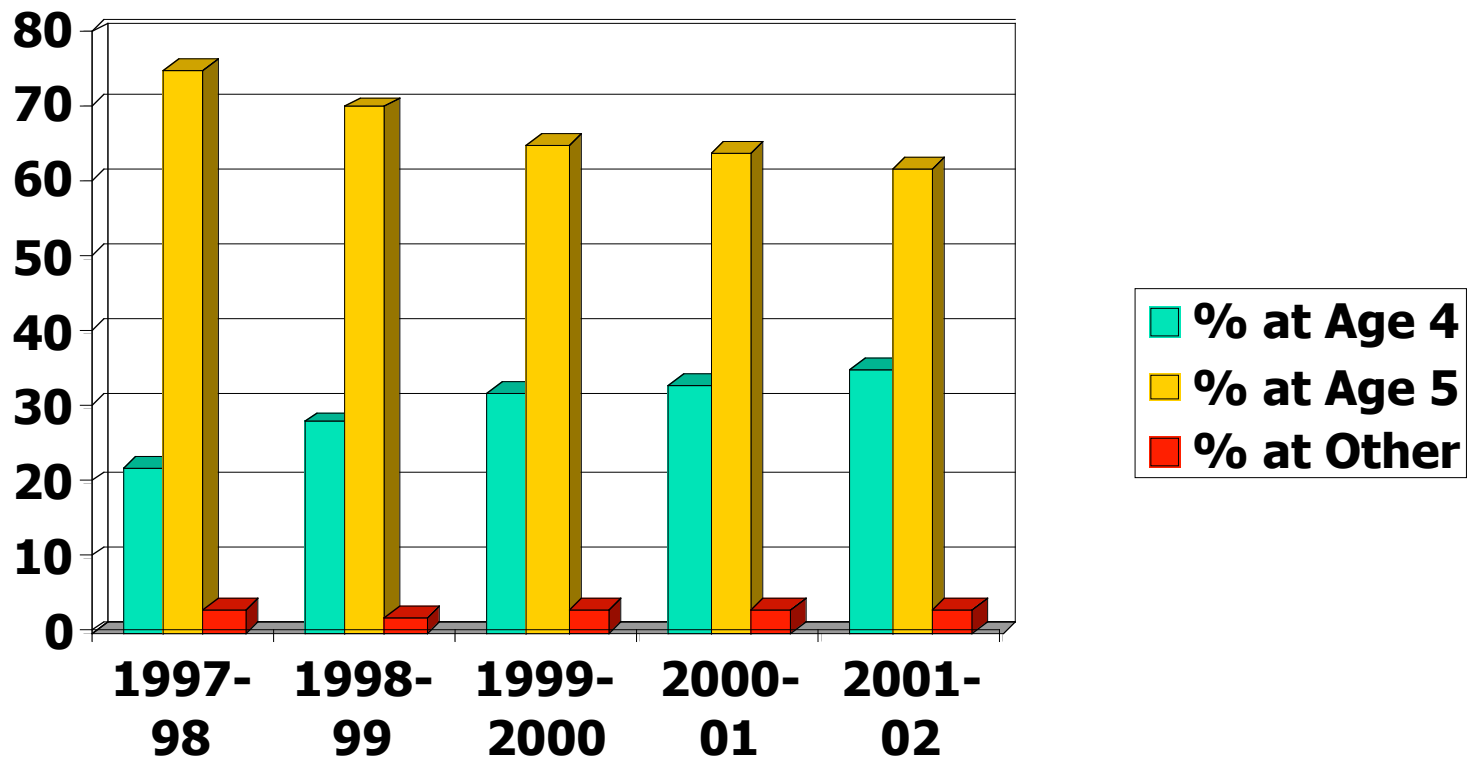
Special Education Students by Gender



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Optional Data- Age at Enrollment

(mock data)



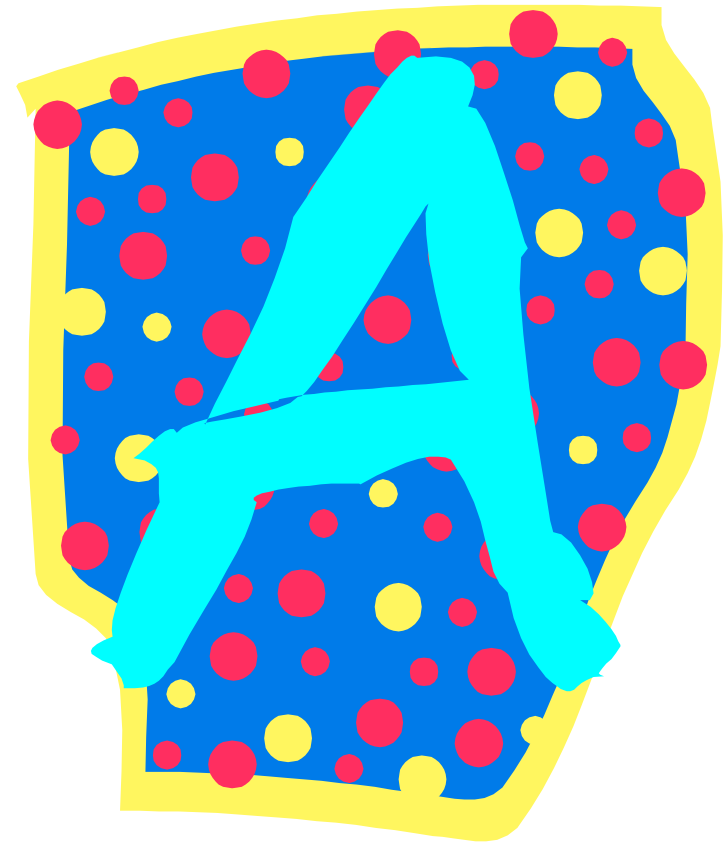
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Student Learning

- The way in which a local school assesses student outcomes accurately represents the educational outcomes that the school cares most about.

Lawrence Lezotte
and Beverly Bancroft



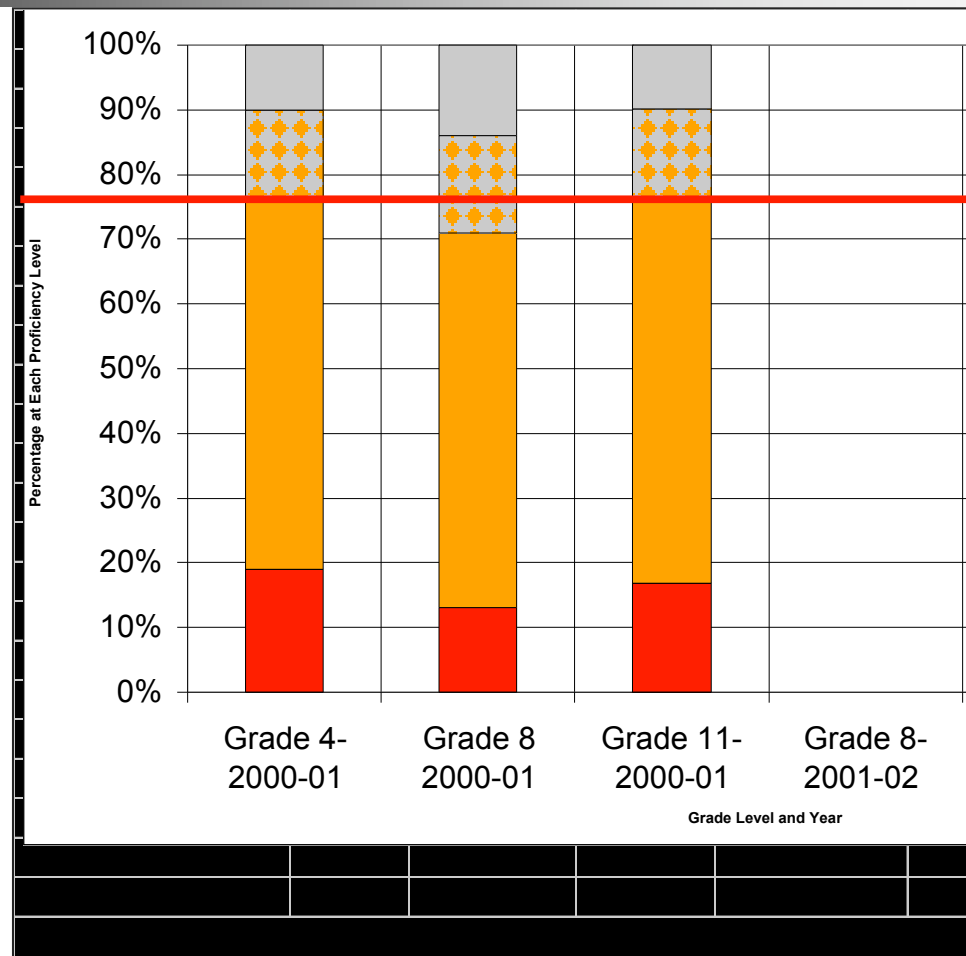


Dr. Rick Stiggins Assessment Institute

“The new vision for
assessment must focus on not
how we assess, but how we
use assessment.”

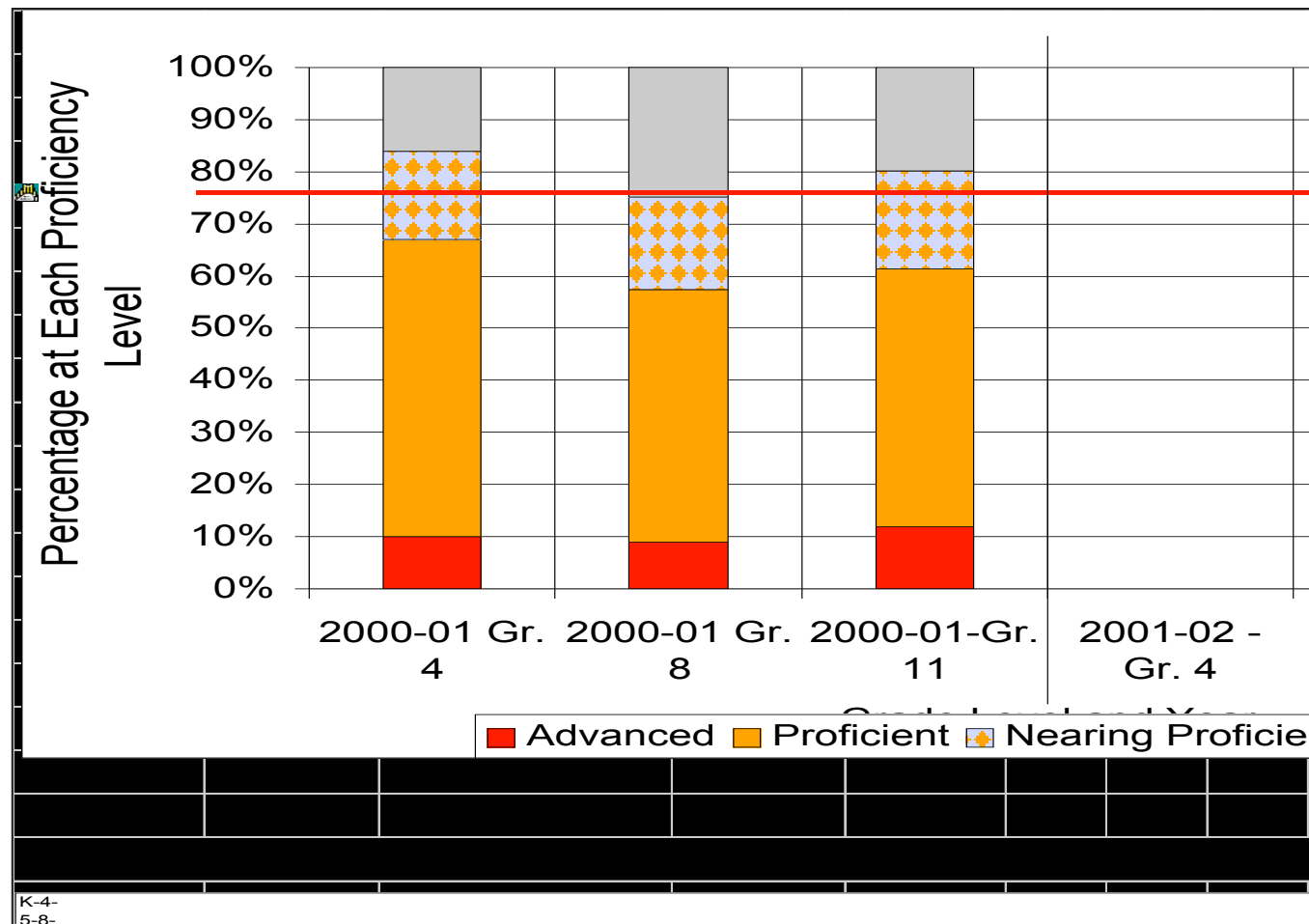
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Longitudinal Report of Reading Proficiency ALL Students re: ITBS and ITBS



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Longitudinal Report of Reading Proficiency F/R Lunch Students re: ITBS and ITED

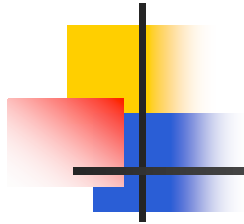


Superintendent Linda McCulloch



Optional District/School Achievement Data

- Other Norm or Criterion Referenced Tests
 - ITBS/ITED for More Grade Levels
 - Levels Testing
 - District Made Performance Assessments
- Portfolios
- Student Demonstrations/Presentations
- Senior Projects
- Grade Distributions
- Other



Environment for Learning

- Do not underestimate the importance of helping people understand what they already know.
- Michael Quinn Patten



District Climate Data

- Student, Staff, Parent Attitudes
 - Questionnaires
 - Observations
 - Person-to Person Interviews
 - Telephone Surveys
 - Focus Groups
- Behavioral Records by Demographic Groups
 - Suspension/Expulsion
 - Alcohol, tobacco, and drug rates
 - Violence
- Other Indicators
 - Average Daily Attend
 - Completion Rates
 - Student/Teach Ratio



Processes/Programs/Policies

- What produces the results we are currently getting?
 - Are we teaching to standards?
 - What materials/methods are used?
 - What impact do they have on success.
 - Do policies support vision/mission?
 - What actions do we plan to improve student success?



Implications of Findings

- Data is only value added if it allows us to predict and draw conclusions about the future.

Neil Paulsen,
Intel Corporation

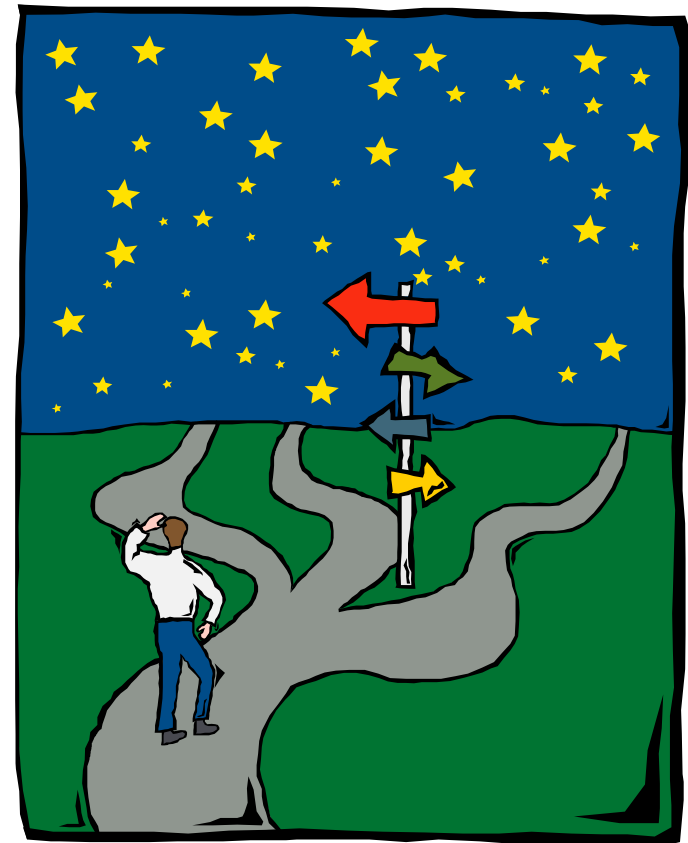




Decision Making Gone Wrong

- “If you torture data long enough they will confess to anything”

Penelope Earley



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Findings

- Do identify strengths and challenges
- Do state only what the data says
- Do focus on student related information
- Do not offer solutions in findings
- Do not describe cause or blame in findings
- Do not include wishes or wants in findings



Section F – Strategic Action Plan

Where are we?

Where do we want to go?

What will it look like when we get there?

What do we need to get there?

How will you know if we get there?

What changes will we make if we don't
get to our destination?



Five-Year Comprehensive Education Plans

- On May 1, 2003, District Five-Year Comprehensive Education Plans are due to the Office of Public Instruction
- On May 1, 2003, School Plans are to be filed in the district office and made available to staff and the public



District Five-Year Comprehensive Education Plans

Starting Date for District and School Plans

May 1, 2003

Evaluation and revision of Sections A-F
completed annually.

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OPI's Technical Assistance Plan and Timeline

Regional technical assistance workshops:
*Five-Year Comprehensive
Education Plan*

- Fall 2002
- Winter 2003

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District Five-Year Comprehensive Education Plans

- On May 1, 2003, District Five-Year Comprehensive Education Plans are due to the Office of Public Instruction

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Five-Year Comprehensive Education Plan Advisory Committee

The State Superintendent of Public Instruction is seeking volunteers to serve on the Five-Year Comprehensive Education Plan Advisory Committee.

Purpose: to guide the development, implementation, and evaluation of the effectiveness of the five-year plans.

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Cover Page Profile Producer

- Click on District Name
- Add Name
- Go down to Demographic Table of Contents
- Click on "Grade Level Enrollment"
- Go to top to check on name.
- Go to first green box
- Enter any number
- Scroll down to see graphic built
- Click on Contents
- Click on Instructions



Instruction Page

- READ Carefully
- Start with grade level enrollment page.
- Fill in green boxes only.
- Note email addresses.





To Insert District Data

- Open both the Profile Producer and a new workbook.
- Go to the new workbook.
- Right click on the tab 'sheet 1'.
- Highlight 'Move or Copy'
- Check the box that says 'create a copy.'
- Scroll down to Demographic Profile under 'To Book.'
- Scroll down to 'End' under 'Before Sheet.'



Call for User Designed Worksheets

- If you or someone in your district has designed an excel worksheet that does not contain the same data as the current worksheets, but you feel would be useful to other districts or schools:
- Send the Excel Worksheet (one worksheet per email) to kboice@state.mt.us.
- We will put all optional worksheets on the Profile Producer web page citing your name and district. THANK YOU!